U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Dr. Holly Acosta

Official School Name: Coebourn Elementary School

School Mailing Address: 1 Coebourn Boulevard
Brookhaven, PA 19015-1641

County: Delaware State School Code Number: 1910

Telephone: (610) 497-6300 E-mail: hacosta@pdsd.org

Fax: (484) 490-1409 Web URL: www.pdsd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. George Steinhoff Superintendent e-mail: gsteinhoff@pdsd.org

District Name: Penn Delco District Phone: (610) 497-6300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Anthony Ruggieri

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   6 Total schools in district
2. District per-pupil expenditure: 8980

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 4

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	19	22	41		7	0	0	0
1	25	21	46		8	0	0	0
2	31	35	66		9	0	0	0
3	30	27	57		10	0	0	0
4	37	25	62		11	0	0	0
5	33	25	58		12	0	0	0
					Total in Applying School:			330

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
4 %	Asian
3 %	Black or African American
2 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
87 %	White
4 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 7%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	11
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1, 2009	320
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent limited English proficient students in the school: 2%

Total number of limited English proficient students in the school: 7

Number of languages represented, not including English: 4

Specify languages:

Chinese, Arabic, and Laotian

9. Percent of students eligible for free/reduced-priced meals: 19%

   Total number of students who qualify: 62

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

   This is an accurate estimate of students who are eligible for free/reduced- priced meals.

10. Percent of students receiving special education services: 25%

    Total number of students served: 82

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

12	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	35	Specific Learning Disability
0	Emotional Disturbance	26	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
2	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	16	0
Special resource teachers/specialists	3	8
Paraprofessionals	0	10
Support staff	3	7
Total number	23	25

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 15:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	96%	96%	96%	97%
Teacher turnover rate	4%	17%	9%	6%	10%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

In the 2008-2009 school year, we had a 17% teacher turnover rate due to a large number of our teachers starting their families. Some of these teachers decided not to return at the conclusion of their family leave.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

Coebourn Elementary School located in Brookhaven, Pennsylvania is home to approximately 335 students in kindergarten through fifth grade. Along with core content instruction, all students in grades one through five participate in physical education, music, art, guidance, and library. Students in third, fourth, and fifth grade also receive Spanish instruction. Coebourn houses three part-time special education classes, which provide specially designed instruction opportunities to elementary students throughout the district. Additionally, there is a gifted program for students in kindergarten through fifth grade.

All curriculum and instruction in Penn-Delco School District is developed with the mission and vision of the district as the cornerstone. Our mission is to enable all students to learn skills, acquire knowledge, and develop attitudes necessary for them to reach their full potential as citizens who can meet the challenges of a changing global society in the 21st century. Our primary focus has always been on student achievement. We believe that students need skills that enable them to: become self-directed learners; employ problem-solving and decision-making skills; attain communication and interpersonal skills; express creativity; utilize skills necessary to adapt to and create change; enhance and sustain self-esteem; and demonstrate concern, tolerance, and respect for others.

Coebourn students are provided with an environment that emphasizes individual achievement. Our goal is to adapt the curriculum to fit the child, instead of forcing the child to fit an established curriculum. Clear and consistent objectives are used to deliver standards-based instructional strategies. Providing support in both academic and social aspects of school allows each student to be successful.

At Coebourn Elementary School assessment drives instruction. A faculty data team collects, analyzes, and presents school-wide data to our staff. Objectives are developed by the team prior to the school year and are vetted by the staff at the start of school. This process drives the building goals and overall objectives. Goals are placed in a Continuous Improvement Plan, reviewed for progress and adjusted as necessary throughout the school year through the analysis of various assessments. This is a strength of the Coebourn teachers and allows a comprehensive profile for each student and class to be created. The compilation of assessment results provides the essential information needed to adjust instructional plans and develop specific interventions.

Coebourn is rich in traditions and milestones that emphasize the importance of student motivation, a solid education and the celebration of success. Since motivation is essential in maximizing instruction, students continually set goals, both school-wide and for individual classrooms. Positive recognition is provided when goals are met. Examples of motivating activities include high-energy math and reading games for PSSA preparation and school sponsored author visits for students to improve their own writing skills. In addition to academics, positive behavior recognition occurs for students who demonstrate the positive behaviors outlined in our school pledge – Being Respectful, Being Responsible, and Being Ready. Our long standing tradition of Celebration Day takes place every year in June. On this day, we highlight hard work and accomplishments. The Brookhaven community is included in our celebration by spotlighting senior citizen readers, local police and fire departments and local politicians. One of the most important parts of Celebration Day is the Walk-A-Thon, a philanthropic event that benefits our community. The Coebourn faculty values the importance of teaching the students about caring. Teachers and students are involved in several charitable activities throughout the school year. The faculty leads by example. Recently, they formed the Coebourn Cares Committee, an organization created to raise funds for families in our school community who are suffering.

We believe that Coebourn is worthy of Blue Ribbon Status because our academic accomplishments showcase our students' love and excitement of learning through substantial participation in activities like Reading Olympics, local and state writing competitions, and Math 24 Club. Coebourn students

consistently place in county and state-wide writing contests and were the district champion in Math 24 for nine consecutive years. We believe that our staff exhibits strength in motivating our students to excel academically. We also demonstrate tremendous success, pinpointing the needs of our students by analyzing data, developing strategies to assist them, motivating students to utilize those strategies to achieve and celebrating their success. This year, Coebourn was recognized by the State of Pennsylvania as a Distinguished Title I School due to the success that we have experienced in closing the achievement gap. Further, Coebourn is worthy of Blue Ribbon Status because we continue to show marked progress in motivating students to become diligent learners who are productive members of the community. We provide a rich curriculum that focuses on high expectations for students and builds the foundation necessary for students to demonstrate caring, concern, and respect for themselves and others.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In Pennsylvania, elementary level public school students (grades 3-5) are assessed annually using the Pennsylvania System of School Assessments (PSSA). The state identifies four specific performance levels for students – Below Basic, Basic, Proficient, and Advanced. A student is expected to score within the Proficient or Advanced range to meet the expectations of the state. State assessment results can be viewed at www.paayp.emetric.net. Coebourn has seen growth over time with no significant gap in the past five years; Coebourn has always met the state expectation with 100% of our students tested.

As PSSA results are released each year, a team of teachers looks at the overall results in each area to discuss a plan to improve on the results the following year. For instance, the team noticed a need in writing, specifically in open-ended responses and presented their findings in the beginning of the year. A strategy was formulated and instructional plans were developed to assist teachers and students. The staff participated in Professional Learning Communities and used mentor texts to drive writing instruction thus increasing students' performance. Coebourn has met state performance expectations due to specific interventions and individual student performance monitoring; data is frequently collected and student progress is discussed. Students are continually supported by staff to ensure that needs are met. Reading Specialists push into the classroom and team-teach. Teachers have common planning periods to enhance collaboration. During professional development, we look at various data points and target students who are at risk. Due to the team approach, we are able to discuss individual students past history and support the teacher in mapping out an action plan or continue one that remains in place. Teachers also meet with each student to discuss the student's goal on the Measure of Academic Progress (MAP) assessments. Their reading and math scores are recorded after each testing session in fall, winter and spring; after recording results, students' conference with their teacher to set new goals. We celebrate classroom success to encourage a positive attitude toward assessments. Through during school and after school programs, students continue to receive the support needed in order to be successful.

The performance trends found in Coebourn's data tables show gains over a period of five years in both math and reading. A cohort of students showed a decline over the previous group, yet still shows gains when compared longitudinally. In reading, this group tested 73% proficient in third grade, 80% in fourth and 84% in fifth. Though they scored lower than the group before and after them, they made positive growth. This is also reflected in their math scores. In third grade, they were 89% proficient, 92% in fourth grade and 92% fifth grade.

Having made Annual Yearly Progress (AYP) each year is an accomplishment we celebrate but satisfaction is not met simply by making progress. The goal is to surpass the performance from the previous year as well as working towards 100% proficiency. Coebourn has attained this goal in math a number of times. Subgroups, such as economically disadvantaged students identified by free and reduced lunch are monitored. In 2005-2006 with 11 students tested in this subgroup, we attained 46% in fifth grade reading and 64% in math proficiency. In 2008-2009, this group met 91% in reading and 91% in math and in 2009-2010 the same group attained 90% in reading and 100% in math proficiency. In 2009-2010, third grade reading in this subgroup attained 92% proficiency with 13 students tested and a 100% proficiency in math. Many factors led to achievement growth in the economically disadvantaged subgroup. Supporting students with basic needs outside of school through community and school organizations, allowed students to come to school with more confidence and comfort. In 2008-2009, the district increased building counseling support which enhanced parent connections. An emphasis on increasing parental involvement was and continues to be key. For example, at Coebourn Math Night which was held last month, over 125 students attended with their parents.

In 2005-2006, the scores of the special education subgroup caused concern. Between 2005 and 2010, targeted interventions for special education students led to remarkable increases in achievement. As an

example, 50% of the special education students in 4th grade were proficient in reading. In 2008-2009, the subgroup was 80% proficient and in 2009-2010, 100% were proficient. Targeted interventions included co-teaching with common planning and inclusion of special education students in the regular education classroom. Proper utilization of classroom assistants allowed for the extension of learning and provided the opportunity to carry out proper interventions. Strategic teaching and the year-long utilization of accommodations gave the students the ability to maximize learned strategies during testing time. We have been encouraged by this marked progress and continue to work with students as a whole and as individuals to improve performance.

2. Using Assessment Results:

Data from summative assessment directly influences the decisions made at Coebourn Elementary School. The analysis of the data results in the development of goals for continual academic improvement at the building, classroom and individual level. Building-wide, the creation of a Continuous Improvement Plan is an ongoing process. Formally, the practice occurs once a year. Informally, the Continuous Improvement Plan is adjusted as needed throughout the school year and used for future planning.

Coebourn's Data Team is comprised of teachers, parents, the principal and central level administration. This team meets during the summer to collect and analyze student data from a variety of assessments including the PSSA, Measures of Academic Progress (MAP), computer-based adaptive assessments, and district assessments. The team identifies trends in the data and develops goals for continual improvement in focused areas. A plan for the upcoming school year is created which includes specific actions required to positively impact student performance. For further input, the Data Team shares the plan with the faculty in September.

The Continuous Improvement Plan incorporates the data analysis of academic areas, as well as factors impacting the building climate. Our current plan includes an outline of systematic steps organized to improve written expression within our school. Additionally, we have school specific data collected from our bullying survey that pinpoints areas of improvement in the School Wide Positive Behavior Support program and plan appropriate assemblies.

Analysis of data is essential following every assessment. For example, the staff spends professional development time reviewing their classroom data in mathematics and reading after every MAP assessment. Based on the analysis, classroom goals are established. One classroom teacher recognized a need for improvement in inferential questioning on more complex passages. Her action plan included the addition of more advanced reading materials in classroom. In turn, the library collection was systematically changed for the whole school to reflect this action plan.

In addition to teachers using MAP data, students are also involved in goal setting. Once the first MAP assessment is completed in September, students conference with their classroom teachers to establish goals and strategies in reading and mathematics. The same process is followed after each MAP assessment.

Data analysis is the primary driving force in decision making at Coebourn. We feel that this area is strength for our staff and we have been able to benefit by maximizing student and school performance.

3. Communicating Assessment Results:

Effectively relaying assessment results to all stakeholders is essential as data directly influences the goals and decisions made at our school. Coebourn informs and educates parents, students, and the community at large in a variety of ways.

Parents learn about their child's assessments at Back to School Night. The PSSA results by grade level are shared. Later that evening, classrooms teachers explain the assessment plan for each core curriculum area so that parents understand the results as they receive them. Parent conferences are held twice a year

which gives the teacher and parents a chance to further discuss the strengths and needs of their children. Coebourn also provides a parent informational PSSA night to orient families and provide them with a hands-on opportunity to take a sample of the assessment. The most common forms of parent communication include written correspondences, report cards, and the electronic grading system.

Students learn about their assessments so they can participate in goal setting for continuous improvement. Teachers facilitate conferences with students over the course of the school year regarding their individual achievements. During this time, strengths and needs are discussed. Having these conferences throughout the year enables the student to monitor personal growth and adjust goals accordingly. Based on performance, students are invited to participate in after-school and/or summer programs in math and reading. The principal meets with each student prior to the start of each program. As a result of the meeting, the student understands why they were invited and the importance of attendance in the remedial programs.

The Brookhaven Community learns about achievement through the principal's participation in the monthly borough meeting where explanations, presentations and assessment results are shared. Throughout the year, assessments results are communicated via the televised school board meetings, district newsletters, and county newspaper. This enables a broader community audience to become familiar with assessments and how the students performed.

The Coebourn staff recognizes that everyone has a part in supporting our students in their success. This is accomplished by continuously communicating to all stakeholders assessment results that impact student understanding and learning.

4. Sharing Lessons Learned:

Humble yet proud of our efforts, our staff regularly shares their paths to success with other schools and interested educators. Many staff members are acknowledged as peer-leaders within out district. Serving on regional or district-wide curriculum, school climate, and technology committees, leading professional learning communities, delivering staff development workshops, or simply writing curriculum are examples of our staff have willingly "shared the success".

Coebourn teachers believe that their profession rightfully demands selfless sharing of model practice in the spirit of continued improvement for all. Teacher leaders at Coebourn have imparted their expertise in technology, data-analysis, curriculum, and student character development. At the district's annual Technology Academy which provides instructional technology training for staff, our teachers taught small group lessons on effective use of technology in the classroom. A teacher-recipient of a prestigious PA Keystone Technology Integrator award from Coebourn presented the details of our student-led "Coebourn Tech Squad" to other educators in the state.

Coebourn's exemplary use of quantitative and qualitative data gathered from school-wide Classroom Walkthroughs and periodic formative assessments has been shared with other administrators. Many teachers have consistently volunteered to serve on pilot program committees and present their experiences and opinions to colleagues in summary presentations. Working in grade-level PLC's, teachers have created model lessons which are stored on the district's server for access and use by other elementary teachers.

Several schools in Penn-Delco have received state or national recognition or awards for character, tolerance, and anti-bullying programs. These schools utilize the Olweus anti-bullying program which was introduced to the district at Coebourn. We believe our staff's successful implementation and assistance in the subsequent training of colleagues from other schools had a meaningful impact on the replication of our success.

As a result of our impressive growth in student achievement, the Coebourn principal has been asked to share several of our schools successful instructional strategies and motivational programs with other principals at the district's monthly meeting of administrators. In the event our school receives the distinguished Blue Ribbon Honor, we will relish the opportunity to share our "best-practice" approaches to improving academic outcomes for all students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum is Coebourn's formal plan to set the path for student learning and is directly linked to instructional practices. At the core of each curricular discipline is the belief that it is our responsibility to deepen students' understanding of the important ideas and to teach how to transfer learning. Standards provide the foundation for the curriculum. The explicit instruction of strategies is an essential part of instructional planning. Teachers introduce and explain the purpose of the strategy, followed by modeling. Students engage in guided practice with feedback from the teacher. Finally, they apply the strategies independently. While the teachers are guiding students in a risk free environment, they are monitoring learning through observation and formative assessment. Instruction is adjusted appropriately if it students are not making meaningful connections and applying their learning.

Each core curricular area has a spiral design so that as students move from grade to grade there is a progression of skills and strategies. The language arts program includes reading, writing, listening, and speaking. The direct instruction model is evident in daily reading lessons. Opportunities for whole and small group instruction, as well as independent reading, are provided. Students learn how to analyze, synthesize, and clarify while reading various texts. They become knowledgeable and competent with these strategies and transfer learning to other curriculum areas.

The mathematics curriculum provides students with the opportunity to engage in increasingly complex problem-solving and fosters independent thinking. Real life experiences are provided to allow the students to make connections to the concepts and to infuse them into their lives. The importance of mathematics is magnified regularly through a wide variety of formal and informal experiences organized to prepare students to excel in their future aspirations.

Through a hand-on curriculum, students are able to construct their knowledge of science. Instruction is theme based and integrates physical, life, earth and space and environmental science.

The social studies curriculum allows the students to explore the world in which they live, both past and present. Authentic literature and primary source documents provide students with experiences necessary to understand the world around them. Through the creation of interactive short and long-term projects and presentations, students demonstrate understanding. By utilizing outside resources to complement the instruction, students are given opportunities to expand understanding of their place in the community, cultural diversity, and the impact history has on present day.

For each core curricular area the teacher is able to differentiate instruction appropriate to the objectives of the lesson. While instruction may begin with the whole group, heterogeneous and homogeneous groups are organized for small group teaching. This enables the students to share background knowledge and learn from each other. The teacher establishes the classroom as a learning community where all learners support each other. To further support the various learning styles, the teacher has the appropriate resource materials in each curricular area. For example, books are available for different instructional levels and hands-on materials support the tactile, kinesthetic and visual modalities. Technology resources assist the teacher and learner as well.

The visual and performing arts programs enhance student learning. A hands-on approach is used as students acquire the knowledge and application of art materials, skills, and tools. They have the opportunity for a variety of experiences in many different mediums. An exhibition of their work is on display yearly in a school-wide art show. All students begin music education when they come to Coebourn. During this time they learn about the history of music, songs and the culture surrounding them, and musical instruments. Beginning in fourth grade students may choose to be a part of the chorus or instrumental music programs. This provides an opportunity for students with interest and talent to extend

their learning. Both programs perform twice during the school year for their peers and families.

The health and wellness of the student is equally important. The Physical Education program includes games, activities and dances that help develop coordination and muscles along with building stamina. Our Muscle-of-the- Week program teaches students to find and assess their pulse rates. Math and reading strategies are incorporated while students learn about keeping their bodies healthy and developing skills for lifelong wellness.

A Spanish language program is taught beginning in third grade. Lessons provide for active, enthusiastic student engagement that uses Total Physical Response with learned choral responses. The curriculum is based on the National Foreign Language standards but also incorporates the state reading and mathematics standards. For example, students graph data using Spanish vocabulary and cultural topics.

All areas of the curriculum are interrelated to ensure optimal learning opportunities with active student engagement. Classroom environments are supportive and encourage academic risk-taking so that our students can develop 21st century skills. Extended descriptions of Coebourn's reading, mathematics, and science curriculum are included in the identified sub-categories that follow.

2. Reading/English:

The goal of Coebourn's reading program is to motivate students to become lifelong readers. The curriculum provides the critical experiences that are fundamental to the development of phonemic awareness, phonics, comprehension, vocabulary, and fluency. Instruction centers on the gradual release of responsibility which includes teacher modeling, guided practice, and independent practice with teacher feedback. This balanced approach provides application of skills and strategies in real reading situations.

Explicit strategic instruction helps students become purposeful, active readers. As teachers plan before, during, and after reading activities they motivate the students to activate prior knowledge, build concepts, and make connections while reading a wide range of text. Skills and strategies are systematically developed and spiral as students progress through the grades. For example, in kindergarten the groundwork is laid with the introduction of strategies that effective readers use, such as visualization. After reading a selection aloud, the teacher asks the children to make a picture in their mind. As students progress through the grades, this same strategy is used with increasingly complex text.

The reading program includes a variety of interventions so that all students can succeed. Within each classroom, there are leveled readers for use with small guided reading groups. The teachers meet with students in homogeneous groups to extend the instruction from shared reading lessons. Support teachers in special education and Title 1 reading design an instructional plan that best supports the reader-at-risk. The delivery method includes both an in-class model as well as a small group setting outside of the primary classroom. In addition, a building tutor, teaches students in small groups to reinforce skills and strategies. After school and summer reading programs extend learning opportunities for students in grades one to five. At- risk kindergarten students are offered participation in a summer camp prior to the start of the school year. Once they come to Coebourn, these children are either placed in a full day kindergarten or offered an extended day program. The needs are identified through diagnostic assessments. Taking advantage of the variety of interventions helps Coebourn's students build competence in reading.

Our program is designed to develop effective readers, critical thinkers, and independent problem solvers. We promote literacy as a life skill worth acquiring.

3. Mathematics:

Coebourn Elementary School implements a mathematics program that spirals; building from year to year. The standards-based curriculum focuses on number systems and operations, geometry, measurement, algebraic concepts and data analysis and probability. Problem-solving techniques are the cornerstone for instruction allowing the students to become mathematical thinkers. Interactive boards provide teachers an

opportunity to model problem solving skills and strategies, as well as allow students a varied method to demonstrate their understanding. The use of manipulatives fosters hands-on engaging learning and gives meaning to concrete concepts. Calculator exercises are introduced into the curriculum in third grade to allow students to delve deeper into mathematical theories. Also beginning in third grade, students utilize Success Maker Enterprise (SME) daily in addition to their normally scheduled mathematics class. This computer program adapts to a student's aptitude and key areas of mathematics instruction. Students in kindergarten through second grade utilize the program weekly.

At Coebourn Elementary School, mathematics instruction is infused into science through graphing, measurement and data analysis. To provide opportunity for additional practice time, teachers organize math centers for students to use during literacy block. Another extension of the math curriculum includes a Math 24 Club in which fourth and fifth grade students give up their lunchtime once a week to participate in Math 24 games. Annually, Penn Delco holds a district- wide competition and Coebourn has won nine consecutive years. Coebourn Elementary School also holds a math night for the parents and students every year. Collaboratively, the families complete a variety of math activities focusing on the importance of mathematics skills in the 21st century.

Our goal is to have each student reach his or her potential in mathematics; therefore, additional supports are in place for those students who are not performing at grade level. In the classroom, flexible grouping is planned for students who will benefit from small group instruction based on specific needs. Coebourn offers a variety of opportunities for additional support outside of the classroom. During the school day, a tutor meets with small groups of students to review identified skills and concepts. Before school begins, the computer lab is opened for students to spend extra time remediating and enriching their math skills using the SME program. Students are also afforded the option of attending summer and after school tutoring programs that target individual student needs.

4. Additional Curriculum Area:

Science instruction at Coebourn Elementary focuses on scientific inquiry as a means to solve problems and think critically. A kit based approach is used to address topics in biological, physical, earth and environmental sciences. In addition, students learn astronomy at the district planetarium. During science class, students are guided to apply skills that will enable them to become independent learners. Each thematic unit is inquiry-based, asking students to solve problems when faced with a series of situations. The instructional goal is to increase content knowledge through the creation of experiments and the incorporation of problem-solving methods. Students practice the scientific method by forming hypotheses and testing them out through experimentation. Accessing prior knowledge allows the students to attach new information and transform their existing perceptions. For example, as students are actively investigating the steps of evaporation, condensation, precipitation, and collection during the water cycle, they are able to define the process meaningfully in the context of that experience. The students are then able to apply that new knowledge to other experiences.

Science is integrated through all curricular areas. Trade books are included with each kit to enrich background knowledge on a topic and provide an opportunity for the students to utilize nonfiction reading skills and strategies. The literature supports the learning, allowing students to develop their knowledge through informational texts. Each student is required to keep a science journal to record observations and conclusions. Through the discoveries recorded in their journals, students can develop questions that may lead to further experimentation. The application of math skills including the analysis of data provides real life experiences for the students. Students use the internet to research ideas and create presentations to share their acquired knowledge. Virtual fieldtrips, webcasts and Skye sessions are utilized to bring the real world into the classroom.

Our goal is to create scientifically literate learners who can think critically in the 21st century. Coebourn's science curriculum is designed to have students actively engaged and provide them opportunities to construct ideas through their own inquiries, experiments, and analysis of data. The skills, knowledge, and attitudes which are developed help students reach their full potential.

5. Instructional Methods:

To plan effectively for instruction, the teachers take into account the diverse learners in the classroom in conjunction with the curriculum and assessment results. There is a balance that exists between the standards based curriculum and individualized approaches.

Teachers may begin with whole group instruction. As the lesson continues, they differentiate the learning to include individual, one-to-one, or small group depending on the objectives of the lesson and the needs of students. Learning activities are both multi-sensory and sensitive to the learning styles present and abilities in the classroom. Teachers monitor learning through formative assessment so that they can make adjustments if evidence suggests that students are not demonstrating understanding of concepts and skills. This plan spans all curriculum areas.

Instruction for some students may require additional modifications. The goal is for the learner to come away with understandings and skills; therefore, the teachers will use a range of instructional strategies so that the environment is shaped for the learner. For example, in special education reading may have to be chunked for students who are challenged by the content, homework can be appropriately selective, and assessments are adapted. Recently the district adopted a reading intervention program that is being used by special education teachers, as well as Title 1 Reading specialists, for our primary students. An intensive framework is the cornerstone of this program, which includes guided reading, phonics, word study, and writing.

In the Kindergarten program, a tutor works in the classroom every day in conjunction with the teacher. She is able to assist individual and small groups in literacy, Kid Writing, and mathematics. In addition, the tutor meets daily with students who need extended Kindergarten. A full day Kindergarten program is provided for our most at-risk students. Students identified with special needs also participate in a full-day Kindergarten program. For those Kindergarten students who need "the gift of time" the district provides a transitional first grade.

Before and after school programs offer a combination of computer-based practice and teacher instruction for students in grades 3-5. Students who need additional learning time are provided with the support that they need. Assessments help determine the type of program best suited for each student.

At Coebourn, the nature and needs of the learner influences how teachers instruct the individuals and groups of students. The instructional methods are purposeful, active, and inquiry-driven. The student is at the center of the teaching-learning process.

6. Professional Development:

The staff at Coebourn approaches professional development with the mindset of continual growth with the understanding that total mastery of instructional practice is not attainable. Teachers understand that as their students' needs change so too must their skills and knowledge. The staff is surveyed yearly to determine the needs of the teachers, as those results are aligned with student data, a plan for building and district professional development is created.

At Coebourn, pedagogical growth occurs in many ways. Recognizing the need for data-driven instruction, the district sets aside days dedicated to analyzing data and planning for instruction. Teachers have the opportunity to meet in grade level groups to collaborate on effective best practices. Coebourn also uses Professional Learning Communities (PLCs) to encourage discourse and instructional strategies to support areas of need. For example, last year's data showed a building need in the area of writing. Mentor Text was selected for all staff to read. Teachers met to share student work and write lessons after rich discussion about the readings. This collaboration proved successful; the writing assessment data showed student growth at the end of the school year. The learning was carried forward to this school year. In addition to the PLCs, building level meetings are planned with small groups or whole staff depending on

the need. This year a new literacy program was adopted for the special education classes. There has been on-going staff development with the Reading Specialist to ensure successful implementation.

At the district level, teachers, administrators, and outside consultants lead professional learning opportunities. Recently, both data results and teacher input indicated a need for teaching nonfiction reading strategies. First, we invited a noted staff developer, Tony Stead to provide a day long workshop to support us on teaching these strategies effectively. To follow up on that workshop, the district planned days during the year to continue meeting on this topic in grade level meetings. The next year, the focus for staff development was on science with a lens on informational reading in this content area. Professional development continues during the summer with workshops in areas such as curriculum writing, language arts, mathematics, and technology. Flex time also offers teachers time to continue their learning.

Our professional development is planned to perpetuate and sustain academic growth and insure that our teachers have the resources to instruct our students with 21st century skills.

7. School Leadership:

The leadership philosophy at Coebourn Elementary School stems from creating a motivating educational environment that emphasizes individual achievement. Coebourn is able to sustain a high level of success by embracing a rich curriculum and employing teachers who value the importance of maintaining the highest expectations for students coupled with a high level of support. The role of the principal is to provide a clear and consistent message which promotes continual growth for the entire school community. This includes identifying data driven goals for academic growth and providing relevant professional development to enable the staff to make meaningful progress towards the goals. Coebourn's data team facilitates discussions on the analysis of data and how it drives instruction. The team is the primary driving force in focusing building and grade level goals for the school year and, in turn, promotes a building vision for the staff. Once goals for class and student growth are identified, the focus shifts to determining what resources are necessary to improve student achievement. For example, when a weakness was identified in the area of written expression, we utilized a wide variety of building and district level resources to assist in improving student writing. The resources included opportunities for staff development and support of district level personnel to ensure success. Additionally, through PTL funding, an author/illustrator who is known for motivating students to use creativity and drawing to make writing exciting, which supported us in our efforts.

Another facet of the leadership philosophy at Coebourn is the importance of strong connections with parents, local businesses, and the Brookhaven Borough. Parent groups are utilized to provide programs and resources for our students, such as supporting our School Wide Positive Behavior Support Program and running our school store. Additionally, the borough police department visits our school monthly to establish positive connections and provide insightful assemblies for all of our students. These partnerships support academic and social goals. The collaboration builds character, makes meaningful community connections and celebrates positive behavior and academic accomplishments of our students.

Finally, the principal also encourages staff to focus on celebrating the student's efforts and accomplishments. Activities are specifically identified to celebrate reaching the school wide reading goal, positive behavior, and the onset of the PSSA season. The Coebourn community is excited about learning, achieving, and moving each student forward every day.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: PSSA

Edition/Publication Year: 2005, 2006, 2007, 2008, 2009 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient	98	96	93	89	97
Advanced	65	49	65	46	86
Number of students tested	57	51	40	44	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6		2		
Percent of students alternatively assessed	11		5		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100				
Advanced	85				
Number of students tested	13				
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	96	90			
Advanced	57	10			
Number of students tested	23	10			
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: PSSA

Edition/Publication Year: 2005, 2006, 2007, 2008, 2009 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient	90	88	88	73	97
Advanced	32	26	18	16	48
Number of students tested	57	51	40	44	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6		2		
Percent of students alternatively assessed	11		5		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	92				
Advanced	46				
Number of students tested	13				
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	78	70			
Advanced	17	10			
Number of students tested	23	10			
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: PSSA

Edition/Publication Year: 2005, 2006, 2007, 2008, 2009 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient	100	100	92	100	98
Advanced	82	80	73	68	63
Number of students tested	51	39	51	25	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1		1		
Percent of students alternatively assessed	2		2		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	100	100			90
Advanced	90	70			30
Number of students tested	10	10			10
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: PSSA

Edition/Publication Year: 2005, 2006, 2007, 2008, 2009 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient	98	92	80	96	83
Advanced	57	72	41	60	44
Number of students tested	51	39	51	25	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Advanced					
Number of students tested					
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	100	80			50
Advanced	60	70			10
Number of students tested	10	10			10
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: PSSA

Edition/Publication Year: 2005, 2006, 2007, 2008, 2009 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient	100	92	100	87	71
Advanced	89	77	80	61	52
Number of students tested	45	51	25	46	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	2		
Percent of students alternatively assessed		2	8		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	91			64
Advanced	80	91			36
Number of students tested	10	11			11
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient				73	
Advanced				27	
Number of students tested				11	
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

11PA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: PSSA

Edition/Publication Year: 2005, 2006, 2007 2008, 2009 Publisher: DRC

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient	98	84	92	72	64
Advanced	64	47	24	28	19
Number of students tested	45	51	25	46	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1	2		
Percent of students alternatively assessed		2	8		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	90	91			46
Advanced	40	27			9
Number of students tested	10	11			11
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient				27	
Advanced				9	
Number of students tested				11	
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES:					

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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient	98	96	94	90	82
Advanced	89	76	68	59	53
Number of students tested	153	141	116	115	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	1	4	0	0
Percent of students alternatively assessed	4	1	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	100	82	72	0	0
Advanced	89	74	60	0	0
Number of students tested	23	24	24	0	0
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	93	82	71	0	0
Advanced	79	57	50	0	0
Number of students tested	41	28	22	0	0
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Although the state reported overall data for the 3-5 grade span, in the years 2005-2006 and 2006-2007 they did not report subgroups under 40. Therefore, we do not have that data for Special Education and Economically Disadvantaged.					

11PA6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient	95	88	85	77	78
Advanced	50	46	29	36	36
Number of students tested	153	141	116	115	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	1	4	0	0
Percent of students alternatively assessed	4	1	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	93	79	78	0	0
Advanced	89	68	50	0	0
Number of students tested	23	24	24	0	0
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient	88	75	67	0	0
Advanced	64	54	50	0	0
Number of students tested	41	28	22	0	0
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: Although the state reported overall data for the 3-5 grade span, in the years 2005-2006 and 2006-2007 they did not report subgroups under 40. Therefore, we do not have that data for Special Education and Economically Disadvantaged.					

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